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ABSTRACT

In an attempt to overcome one of the barriers to equality of opportunity for women in higher education, this practicum develops a child-care program model for the eastern campus of Cuyahoga Community College (CCC). The literature on college child-care programs is reviewed, along with federal, state, county, and city laws and guidelines. Colleges in the Cleveland area were surveyed, and six were found to have operational child-care programs. Interviews with the directors of these programs revealed that programs range from simple baby-sitting services to full educational and recreational programs, including daily lesson plans. Because of the expected patterns of student use and cost and space constraints, it is recommended that a child-care program of the baby-sitting type be established. A list of specific policy recommendations, covering such issues as hours of operation, staffing, costs, numbers of children to be served, and rules and regulations for use, is provided. Brief descriptions of child-care programs at other Cleveland area colleges are appended. (NHM)

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# EQUALITY OF OPPORTUNITY FOR PARTICIPATION OF WOMEN IN HIGHER EDUCATION THROUGH CHILD-CARE SERVICES

Education Policy Systems

by

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ABSTRACT

Equal opportunity or access for women in postsecondary education still has not been achieved. It was the focus of this practicum at attempt to resolve one of the problems of equality of opportunity at the local level, that of lack of child-care facilities.

The purpose of this practicum was to develop a child-care program for the Eastern Campus of Cuyahoga Community College. The process for reaching such a goal was correctly perceived to be political in nature. Campus and College administrators, student groups, budgetary and space limitations, legal guidelines, academic programs, and child-care programs at other colleges were identified as important influentials in the determination of whether to establish a program and what form it might take. In addition, program issues such as hours of operation, staffing, costs, numbers of children to be served were considered. On the basis of regional and national surveys and interviews it was found that a baby-sitting program that was low cost and adequate in terms of quality of care and ability to serve student-parent needs of care could be easily established. While college administrators and Board of Trustees reaction to the nature of the study was positive, campus administrators remained non-committal.

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I. INTRODUCTION

Post-secondary education in America has been and still is quite dominated by what traditionally viewed women as "wives" and "mothers" and their educations as preparation for those functions. The ratio of men to women attending college in 1971 was 58 to 42. Enrollments at community colleges, despite their philosophical commitment to the open-door, does not significantly differ from this pattern. [2,12] Three types of barriers have been constructed by American society against women obtaining access to higher education. First, college faculties and administrations have a history of discrimination against women. The number of women hired and promoted for faculty and administrative positions is disproportionately low, despite equal qualifications. Admission policies at graduate, professional, and some undergraduate schools are discriminatory, often using an unbalanced quota system. The second barrier is institutional. It includes such things as rigid admission and residence requirements and a lack of campus facilities and services which make participation in higher education incompatible with many women's other interests and activities. The third barrier is the set of ingrained false assumptions and inhibitions on the part of both men and women which deny women their talents and aspirations. [10,11] While this situation is itself so shocking, it has other ramifications that are quite damaging. When colleges are not sensitive to the particular needs of women or deny women the chance to gain skills and credentials, they reinforce the likelihood that women will not receive equal opportunities in all other social institutions for the rest of their lives.

from the administration was not to establish any day-care services at that time, and were reported to have given the reason of lack of money and facilities to meet existing state laws. During this present quarter, a campus womens discussion group identified an action project involving child-care services they could undertake. A questionaire was written and presented to the Administrative Council by the Faculty Sponsor for approval. The reported response was that a questionaire was not necessary, for it was recognized that a need for day-care services probably existed and that questionaires were really not all that reliable. The reported charge to the sponsor was to research all pertinant literature and then contact other community colleges of similar size and service area to find out what is presently being done.

Since the opening of Eastern Campus four years ago, the environment and the system itself, have changed. Enrollment the first year was less than 1500, but present enrollment is now approaching 4500. A substantial portion of these students are women. Being located in the southeast side of a metropolitan area with a population of about two million people, the number of women with young children that could benefit from post secondary education is large. After four years of operation, the campus is now better known and offers a wider variety of services and programs. The system has also changed as a result of personnel changes. The new District President has stated that some kind of child-care services should probably be established at each campus. It is interesting to note that the President's wife has degrees in early childhood education. Locally at the campus, there has also been a number of changes with new faculty being added, addition of an early childhood education program, and a new administrative organizational pattern. The system is now more receptive to deal with policy including the establishment of some kind

of child-care services. With the author and others giving well-documented and researched input into the conversion mechanism, chances of favorable output are greater.

In order to establish a child-care center on campus, one must search for existing laws, guidelines, and influences at each level within the social and political systems. At the federal level, day-care received a big push by the passing of the Social Security Act of 1967 (Title IV-A) and the Economic Opportunity Act (Headstart). The push continued with the introduction of the Comprehensive Child Development Act in to the Senate in 1971. President Nixon's veto on December 10, 1971 signaled a change in the day-care climate at the federal level, the notion that, day-care was a solution to "the welfare problem" and could compensate for "disadvantage" was seriously questioned. (8:32)

It should be pointed out at this time that most of the literature published about child-care is written from the perspective of giving the child a better environment or a "Head Start". It is also usually connected with "poverty mothers" and/or welfare. In fact, in the state of Ohio, it is the Department of Public Welfare that handles the licensing for day-care centers.

The focus chosen for this practicum is a simple pragmatic approach to allowing women with young children to enter higher education. The practicum participants during the Fall Quarter met with the Campus President to discuss the matter of child-care service and the nature of this proposed practicum. While demonstrating some reluctance and caution, he gave a clear and firm commitment to the concept that a service should exist, provided it were low cost and made it possible for more students to attend the campus. His main concern was that the failures, in terms

of cost and small numbers of students served, of the day-care programs at the Metropolitan Campus of Cuyahoga Community College be avoided. He extended to the participants the use of any needed campus facilities and resources for the research phase of the report. His hope was that the practicum report will be strong enough and explicit enough to submit to the College District President and the Board of Trustees for approval and rapid implementation.

The purpose of this practicum was to assist in the creation of a low cost child-care service at Eastern Campus through the development of a program model; determining and implementing a change strategy; and identifying and influencing the various groups in the college that have input into the decision making process.

## III. PROCEDURES

1. A review of the literature on child-care programs on college campuses was accomplished.
2. A review of state, county, city, and federal laws and guidelines was made.
3. Groups and influentials who will play a role in the decision whether to institute a child-care program on campus were identified and consulted. In addition, information and input was obtained from directors of programs that were already operating. When possible and appropriate, interviews were conducted. The resulting activities were the following:
   a) directors of child-care programs at local colleges were interviewed.
   b) director of the day-care program at the Metropolitan Campus was interviewed.

c) directors of day-care centers located within short driving distances from Eastern Campus were interviewed.

d) information about thirty-nine community college based child-care programs in Ohio and neighboring states was analyzed in lieu of phone call interviews.

e) Eastern Campus Student Senate was informed about the child-care project and the recommendations of the practicum participants.

f) two articles explaining the nature of study were placed in the campus newspaper to facilitate student awareness and input.

g) the Faculty Senate was informed about the project and received a report containing the recommendations of the participants.

h) Eastern Campus faculty and administrators involved in the Early Childhood Education career program were consulted.

## IV. RESULTS

### Review of Literature

Because the attendance of married women with children at institutions of higher education is a recent phenomenon, it was not surprising to find that day-care programs on college campuses were young in age. The number of analytical studies reviewing their operations was small. To this date, only one systematic national survey has been made. Children on Campus by Bernard Greenblatt and Lois Eberhard and published in 1973, is the first quantitative analysis and measure of the extent and nature of child-care services on campuses. Data for the study was collected from a random sample of 310 of the nation's approximately 1100 senior, coeducational colleges and universities. Greenblatt and Eberhard found that only 47

percent of the campus pre-kindergarten programs of all types had been in operation seven or more at the time of the survey. Almost one-fourth of all the programs were virtually in their infancy, established within one year of the survey. With the "day-care" program type, the data was even more significant at 96.2 percent being established after 1964. (4:35)

One of the problems Greenblatt and Eberhard faced was terminology. There are at least three major types of child-care programs: nursery schools, day care, and laboratory schools. Their definitions are not exact. Nursery school was defined as a beginning group class which teaches the children and provides educational experiences during the year or years preceding kindergarten under the direction of a qualified teacher. A day-care center was defined as a facility serving twelve or more children providing care for infants, pre-school, and school-age children during a portion of a twenty-four hour day. Comprehensive services include educational, social, health, and nutritional services. A laboratory school was understood to be a program for pre-school children whose primary purpose is to train college students for career programs.(4:1) The overlap and confusion in their definitions is obvious. In the survey, however, respondents were allowed to determine what type of program existed on their campus. Despite the lack of clear terminology, when asked to describe their program operations, significant and measurable differences were found between the various types of programs.

Greenblatt and Eberhard found that one in every four campuses had a pre-kindergarten program. Day-care centers comprised 21.3 percent of the sample, nursery schools 32.1 percent, laboratory schools 17.6 percent, and the others (combinations and indeterminate) accounted for 28.9 percent.

(A:11) Large campuses were more likely to have a program. The average enrollment of a pre-kindergarten program was forty children. Over 50 percent of all types of programs that had waiting lists, the average number on such lists was sixty-three, one and one-half times the average number enrolled. (A:13) Thus, even when programs exist, one gets the impression that many potential and actual student-parents seeking higher education still face significant barriers. Funding was reported to be a major concern. An estimated 82 percent of programs charged fees. On the average, a weekly fee of $7.55 was paid. (A:15) Colleges, however, contributed the majority of the operating funds for sixty percent of the programs. Nursery schools and laboratory schools, moreover, received a greater degree of contributions than day-care centers. Whereas, about seventy-five percent of the nursery and laboratory schools operating funds came from college contributions, only 25.3 percent of day-care center funds did so. (A:21) The dominant form of university resources provided were in kind (space, salaries of faculty and staff, etc.) for the nursery and laboratory schools. Despite the differences in the amount of institutional support, over 90 percent of all types of programs were located on campus grounds. All of the laboratory schools were so located as were 97.4 percent of the nursery schools. (A:17)

Significant differences were found in hours of operation. Data presented showed that most nursery schools, combination-type programs, and laboratory school programs on campuses have a uniform pattern of daily attendance for the children. These respective percentages were ninety-two, eighty-one, and ninety-two. (A:31) On the other hand, seventy-seven percent of the day-care centers made a flexible adaptation of their daily schedule while adaptation to the parents' schedule was reported for sixty-nine

percent of the day-care centers, only eight percent of the nursery schools and only four percent of the laboratory schools did so. Thus, [illegible] of the day-care centers take a clientele, or consumer orientation; eight to eighty percent of all the remaining type take a program, or producer orientation.[ 15:31] To some professional early childhood specialists, attainment of the program by parents' needs (that is, by their academic schedule) seems questionable. To them the term "flexible" is a criteria for a subordinate program. To gauge this, respondents were asked whether the term "baby-sitting" described their program. The replies for about one-fourth the day-care centers was in the affirmative; these for all the nursery and laboratory schools were in the negative. [5:13] While it is possible that many respondents view a baby-sitting type of program as inferior in quality, there was no evidence to clearly demonstrate that the laboratory schools and nursery schools provided a higher quality of child-care.

Concerning staffing patterns, there were no significant differences between program types. Each is likely to have a full-time professional director. All make use of student workers from academic departments. The staff-child ratio was about the same in each type. The only difference was that the nursery and laboratory schools were more likely to be controlled by an academic department than the day-care centers. [5:69-70,84]

Of extreme importance was the variance in costs per type of program. For those programs that operated nine months per year, the per capita cost for day-care centers was [illegible], for nursery schools [illegible], and for laboratory schools [illegible]. This sharp disparity was as a result of the child-care focus of the day-care centers and the product or program focus of the nursery and laboratory schools.

Richard W. Barton of Lorain County Community College conducted a survey of seventy-five community colleges in Ohio, Michigan, and Pennsylvania that awarded AAS and Associate Science degrees to the nontraditional female described above. He found that 30.7 percent of the institutions indicated involvement in some type of performance program. Another 30 percent, however, indicated they were considering the implementation of a performance program of some type. Annual budgets ranged from a low of $1,000 to $40,000, with the mean at $8000. He also found that only 30 percent of the programs were financed. Grants, endowments, and donations funded less than 10 percent of the programs. Tuition and student fees financed 90 percent of the programs. Cutting-edge community colleges will be required to implement innovative programs to respond to the unique and critical educational and economic needs of nontraditional students. Thus, the community college mission concept may be implemented in a more relevant approach. The underutilized study, in fact, by suggesting that every community college provide a baby-sitting service that will be provided, ultimately have. Such a program, as mentioned, could be staffed and supported after a program of at least moderate publicity, and it could meet the needs of the student-parent.

Legal Considerations

Since 1972, no federal restriction has been placed current on the programs funded. Restrictions are now contained only that they meet Equal Opportunity Commission, Department, Internal programs, in the government requirements and not be longer prioritized funding. Further, the federal government is still obligated by the Constitution with funding of studies and protection of protections. The U.S. Department of Health, Education, and Welfare has published a booklet entitled "Guides for Non-Discrimination" that was designed and "to develop model approaches [toward] and implement measures

Program should be utilized to teach and work in the center.

i. Qualified volunteers, parents in particular, should be encouraged to help in the operation as teacher aids.

j. The operation and control of the program be under the campus administrative team. A professional director, with a minimum of an Associate Degree in Early Childhood Education be appointed.

k. Regardless of the authority for and management of the program some basic requirements must be met. In addition to health, fire and safety requirements (35 sq. ft. indoors, 65 sq. ft. per child outside), and have the prescribed ratio of supervisory staff (one to twelve) to children enrolled.

l. The Campus should assign a room or investigate the possibility of renting space at Sunny Acres Hospital for a child-care service. The room should be properly equipped for the care of young children.

# VI. APPENDIX

## CLEVELAND STATE UNIVERSITY CHILD CARE CENTER

Licensed for 35 children - 18 months to 6 years.

Enrollment: no drop-in service. Children must be enrolled "full-time". There are many calls for infant care.

Sponsored by: C.S.U. and Psychology Department

Location: Y.W.C.A., 3201 Euclid Ave. 2nd Floor Phone: 687 - 4567

Staff:
1. Mrs. Jean Fraser
2. Parents whose children are enrolled in the center. Each parent must serve 4 hours a week.
3. Work-study students, who are paid through work-study funds.

Fees: $15.00 per week plus 4 hours of service by each parent.

Funding: C.S.U. pays rental and some expenses. Operating costs are covered by the fees.

JOHN CARROLL

Child Care Center

Mrs. Kirkhope, in Office of Dean of Students. 491-4401

Mrs. Barbara Reichle, 232-1414

Location: - In basement of Women's Residence Hall. Several Rooms

Age: - 2-5 years. Older brothers & sisters are allowed to come during vacation.

Licensed for 20 children at one time.

Hours: - 7:45-5:00 p.m. Children allowed to stay only 4 continuous hours. Parent may take child out for lunch and bring him back.

Fee: - $1.00 per hour per child. No special rate for 2 children in a family.

Children: - Faculty, staff, students who can use 4 consecutive hours of care. This semester have had 18 children at one time.

Enrollment: Depends upon parents' schedule. Some parents enrolled in 6 or 8 weeks continuing education course, some for entire semester. There is a regular schedule set up for child which must be followed. If parents are evening students and want to work in library in daytime, can use the service.

Staff:

Head Teacher: Mrs. Reichle, Montessori teacher, only professional. Works 25 hours per week (usually peak hours), salary paid by College.

9 College work students scheduled during the week. Paid $1.90 per hour. Maximum this semester--one student 6 hours per week.

First year of existence; was run by students with supervision by a part-time college employee. Not a good arrangement, so Mrs. Reichle was hired to run program.

Equipment: Donated, plus money budgeted to buy equipment.

Note: A mother reported that in Wisconsin, several colleges pooled their "needs" into one child care center.

## KENT STATE UNIVERSITY

I. CHILD DEVELOPMENT CENTER -- CHILD CARE SERVICES

Licensed for 45 children in 3 classrooms in the University School. Enrollment is greater than 45 children because of part-time attendance. Presently enrolled: 55 children.

Hours: 7:30 A.M. - 4:30 P.M. Peak hours: 9:00 - 11:00 A.M.

Lunches come from the school cafeteria and are provided for 45¢ each.

Enrollment: children of students, faculty on a first-come first-serve basis. Some staff can use this service if they can use the 4:30 P.M. pick-up time.

Schedule in the 4 year old room: Total 20 children

| TIME | M | T | W | TH | F |
|---|---|---|---|---|---|
| A.M. | 15 | 15 | 17 | 12 | 15 |
| Lunch | 12 | 9 | 15 | 8 | 10 |
| P.M. | 11 | 11 | 11 | 9 | 8 |

Financing: the program is self-supporting, with no budget item for rent, maintenance, etc. since the program is in University School.

Staff: all are trained early childhood education teachers.
Head Teacher: is a graduate assistant in the Early Childhood Education department. She works 20 hours in the Center per week.
Full time teacher: hours daily - 7:30 - 3:30
Part time teacher: hours daily - 8:30 - 12:30
Part time teacher: hours daily - 11:45 - 4:45
Part time teacher: hours daily - 8:45 - 1:45
Work-study students
University participants

Goals: this is not a baby-sitting service. The goal is to provide a good educational experience for the children with qualified staff.

II. Laboratory Center:

Enrollment: 16 children in the A.M. and 16 children in the P.M. 8 three year olds and 8 four year olds in the A.M. and the P.M.

Fees: $100.00 per year as in all of University School

Staff:

Trained Early Childhood Education teachers
Student teachers
Volunteers

[redacted]

The Student Union Board of Representatives of Lakeland Community College sponsors a baby-sitting service for children of Lakeland students, faculty, and personnel.

The service will operate out of Conference Room "B" daily. The service will provide qualified supervision to keep accompanied children for the children to attendance.

For Whom:

1. Children of Lakeland Community College students, faculty, and personnel.
2. Only toilet-trained children between the ages of 2 and 10.

Requirements:

1. The parent must remain in the building during the hours the child is utilizing the service.
2. The child may remain in attendance daily for the number of hours that is in direct proportion to the daily number of classroom hours that the parent is taking, i.e.:
   Parent = 3 classroom hours per day
   Child = 3 hours of baby-sitting service

Services Provided:

1. Playroom - Conference Room "B"
2. Time - 9:40 a.m. - 5:00 p.m.
3. A full array of recreational activities, supervised by qualified personnel.

Fees:

A flat rate of $.75 per hour will be charged. Children picked up before the half-hour will not be charged for that hour. Cards worth $12.00 and $20.00 will be purchased at the business office by the parent at the beginning of the quarter. These cards will be punched by the staff for the hours the child uses the service. Any remaining punches on the card can be turned in for refund at the end of the quarter.

Any legislation should be directed to, Chairman of the Student Union Board of Representatives Office (4356).

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# The High Point

## Boston faculty member elected women's rights

## Youth can fit women's rights

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